

HOLLY SPRINGS ELEMENTARY

120 Holly Springs School Road
Pickens, South Carolina 29671

GRADES K-5 Elementary School

ENROLLMENT 227 Students

PRINCIPAL David Owen 864-898-5590

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	67	9	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

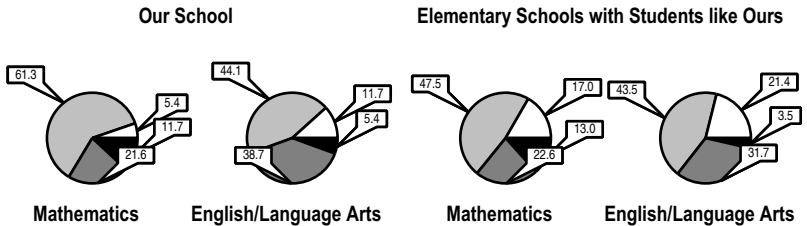
FOR MORE INFORMATION, VISIT WEBSITES AT:




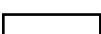
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Good	N/A
2003	Excellent	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	18	35	25
Percent satisfied with learning environment	100.0%	100.0%	96.0%
Percent satisfied with social and physical environment	100.0%	97.1%	96.0%
Percent satisfied with home-school relations	94.1%	100.0%	95.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	116	100.0	11.7	44.1	38.7	5.4	44.1	17.6
Gender								
Male	60	100.0	12.1	43.1	41.4	3.4	44.8	17.6
Female	56	100.0	11.3	45.3	35.8	7.5	43.4	17.6
Racial/Ethnic Group								
White	114	100.0	11.0	44.0	39.4	5.5	45.0	17.6
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	90	100.0	5.8	37.2	50.0	7.0	57.0	17.6
Disabled	26	100.0	32.0	68.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	116	100.0	11.7	44.1	38.7	5.4	44.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	116	100.0	11.7	44.1	38.7	5.4	44.1	17.6
Socio-Economic Status								
Subsidized meals	58	100.0	20.8	49.1	26.4	3.8	30.2	17.6
Full-pay meals	58	100.0	3.4	39.7	50.0	6.9	56.9	17.6

Mathematics								
All students	116	100.0	5.4	61.3	21.6	11.7	33.3	15.5
Gender								
Male	60	100.0	6.9	55.2	19.0	19.0	37.9	15.5
Female	56	100.0	3.8	67.9	24.5	3.8	28.3	15.5
Racial/Ethnic Group								
White	114	100.0	5.5	60.6	22.0	11.9	33.9	15.5
African-American	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	90	100.0	3.5	54.7	27.9	14.0	41.9	15.5
Disabled	26	100.0	12.0	84.0	N/A	4.0	4.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	116	100.0	5.4	61.3	21.6	11.7	33.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	116	100.0	5.4	61.3	21.6	11.7	33.3	15.5
Socio-Economic Status								
Subsidized meals	58	100.0	9.4	66.0	9.4	15.1	24.5	15.5
Full-pay meals	58	100.0	1.7	56.9	32.8	8.6	41.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	43	N/A	9.8	36.6	53.7	N/A	53.7
	Grade 4	34	N/A	2.9	67.6	23.5	5.9	29.4
	Grade 5	38	N/A	7.9	71.1	18.4	2.6	21.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	34	100.0	12.5	31.3	46.9	9.4	56.3
	Grade 4	46	100.0	11.1	57.8	28.9	2.2	31.1
	Grade 5	36	100.0	11.8	38.2	44.1	5.9	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	43	N/A	14.6	63.4	12.2	9.8	22.0
	Grade 4	34	N/A	N/A	47.1	35.3	17.6	52.9
	Grade 5	38	N/A	15.8	50.0	13.2	21.1	34.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	34	100.0	9.4	62.5	12.5	15.6	28.1
	Grade 4	46	100.0	6.7	62.2	20.0	11.1	31.1
	Grade 5	36	100.0	N/A	58.8	32.4	8.8	41.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 227)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 2.1%	2.8%	2.4%
Attendance rate	95.6%	Down from 95.9%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.4%	Up from 14.0%	19.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.8%	Down from 13.2%	8.1%	8.0%
Older than usual for grade	0.4%	No change	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	37.5%	Up from 35.3%	50.0%	50.0%
Continuing contract teachers	100.0%	Up from 82.4%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	97.6%	No change	88.4%	86.2%
Teacher attendance rate	97.3%	Up from 96.4%	95.6%	95.3%
Average teacher salary	\$41,335	Up 1.7%	\$40,513	\$39,909
Prof. development days/teacher	15.5 days	Up from 11.6 days	11.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	18.5 to 1	Down from 18.7 to 1	19.2 to 1	18.9 to 1
Prime instructional time	92.3%	Up from 91.8%	90.0%	89.7%
Dollars spent per pupil*	\$6,603	Down 2.7%	\$5,696	\$5,892
Percent spent on teacher salaries*	56.8%	Up from 56.2%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Holly Springs Elementary School is located in the rural, mountainous northern section of Pickens County. We serve students in grades K-4 through five. We are a child-centered "community" school with the motto "The small school with a big heart," indicative of the emphasis we place on the welfare of our wonderful student population. With the help of our PTO and community, we provide excellent instruction in a warm and inviting atmosphere.

We are very proud of the accomplishments of our students and staff. We were Scholastic Book Fairs Kids Are Authors national winners five years in a row. We won first place on three occasions and received an honorable mention two years. No other school in the nation has ever won the award more than once. For the past nine years, we have had at least two gold or two silver award winners at the Regional Science Fair. We are certified as a "Schoolyard Habitat" by the National Wildlife Federation and received a "Carolina Fence Garden" certification from the SC Wildlife Federation. A community garden club helps maintain the grounds.

We have a very strong guidance program that promotes service learning among our students. Our guidance counselor was named SCSCA Elementary Counselor of the Year in 1999. One-third of our classroom staff are National Board Certified teachers, the largest percentage in the district. Our media specialist is a Fulbright Memorial Fund Scholarship winner for 2002-2003. One kindergarten teacher serves on the State Early Childhood Advisory Board and is listed in "Who's Who Among America's Teachers." Our "Around-the-World Day," Nursery Rhyme Program, Fairy Tale Plays, Thanksgiving Feast, Fall Festival, Heritage Fair, and Fifth Grade Celebration involve the entire community. We were named a Palmetto Silver Award Winner in 2002 and 2003 for outstanding improvement on the Palmetto Achievement Challenge Test.

Holly Springs is a wonderful place to work and a wonderful place to learn. We have set some lofty goals in our Southern Association of Colleges and Schools Five-Year Self Study. We pledge to work hard each day to meet the needs of every student in our school.

David Owen, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.